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ABSTRACT

The three-week teacher-trainer workshop concentrated on individualized diagnosis, prescription, and evaluation in Adult Basic Education (ABE) reading and mathematics for rural adults. One hundred and one participants from the 13 States in Regions 4 and 6 worked with designs provided by State directors of adult education outlining their 1971-72 teacher-training responsibilities, each participant working with his State design. The participants were instructed through programmed texts, small groups, and two levels of practicums. Participant characteristics were tabulated relating to sex, age, race, marital status, number of dependents, length of experience, hours worked per week in ABE, duties, type of area and population served, knowledge of foreign language, degrees held, course work in reading, math, and adult education, and areas of competency. A participant-developed evaluation of the workshop was conducted. In evaluating individual parts of the workshop, 42 percent ranked excellent; 42.2 percent, adequate; 12.4 percent, fair; and 3.4 percent, inadequate. (The 30-page appendix includes a sample learning prescription, the workshop program, sample letters and State design, list of participants, and the evaluation form and responses.) (AG)

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MOREHEAD

ADULT BASIC EDUCATION

TEACHER-TRAINER WORKSHOP

Interim Report

July 19 - August 6, 1971

Morehead State University

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APPALACHIAN ADULT EDUCATION CENTER

The Appalachian Adult Education Center was established as a "Demonstration, Developmental, and Research Project for Programs, Materials, Facilities, and Educational Technology for Undereducated Adults" on June 19, 1967, under the provision of Section 309b of the Adult Education Act of 1966, as amended.

The Center's primary role is to produce significant improvement in the quality of adult basic education through the nation as a result of program activities focused upon the Appalachian region which encompasses all or part of thirteen (13) states. By establishing an interrelationship between the Appalachian states, the AAEC has become a catalytic agency in the identification and solution of select rural adult basic education problems.

The program is funded through the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare.

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ADULT BASIC EDUCATION
INSTITUTE IN
INDIVIDUALIZED INSTRUTION FOR
TEACHERS OF RURAL ADULTS

INTERIM REPORT

COMPILED BY:

GEORGE R. STAMPER

APPALACHIAN ADULT EDUCATION CENTER

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TABLE OF CONTENTS

Introduction 1

Objective 1

Methods and Content 2

Program 3

- Individualized Instruction 4
- Individualized Instruction in Math 4
- Individualized Instruction in Reading 5
- Adult Basic Education 5
- The Training of Teachers 6

State Designs 6

Participants 7

Evaluation 11

Follow-up Activities 15

Staff for Workshop 15

Summary 19

APPENDICES

Appendix A: Sample Learning Prescription 21
Appendix B: Workshop Program 24
Appendix C: Samples - Letter to State Director, Letter to Participant, State Design 36
Appendix D: Participants by State 44
Appendix E: Evaluation 45

Introduction

The Morehead Adult Basic Education Teacher-Trainer Workshop conducted July 19 through August 6, 1971, by the Appalachian Adult Education Center on the campus of Morehead State University, Morehead, Kentucky, concentrated on individualized diagnosis, prescription, and evaluation in ABE reading and mathematics for rural adults.

The 101 participants were drawn from U.S. Office of Education Regions IV and VI which cover the thirteen southern states from Kentucky and North Carolina to New Mexico. Methods for meeting the needs of undereducated adults who are geographically isolated in rural areas were developed. The participants from each state worked with a design provided by their state director of adult education which outlined their 1971-72 teacher-training responsibilities.

Objective

The general objective of the workshop was to improve the reading and math ability of rural disadvantaged adults. To achieve this objective, each participant was trained as a teacher-trainer in individually prescribed instruction in ABE reading and math. These areas of emphasis were selected and developed upon the advice of nine (9) state directors.

Methods and Content

The participants were trained by specialists in reading, math, and adult education through programmed texts, small groups and practicums. Two levels of practicums were developed. Practicum I enabled participants to work with ABE students using methods presented at the workshop. Practicum II provided participants some experience in teacher training by helping and supervising fellow participants in their work with ABE students.

Each participant-trainer was helped through his own staff-designed individual learning prescription of study. The principles of individualized diagnosis, prescription, and evaluation of progress of rural undereducated adults in communication and computational skills were dramatically demonstrated with much "hands on" experience which provided for application of new knowledge.

The trainees first were put through an intensive three days in programmed workbooks devoted to the fundamentals of individualized instruction. They then developed Individualized Skill Kits (ISK) in both reading and math. These kits consisted of published and newly available materials which were ripped up and put into folders divided by levels of skill areas. After the development of the ISKs, the participants took part in Practicum I in reading and math, in which they taught ABE students of the ABE Learning Center of Morehead State University. The ABE students were hired as students for this workshop. Practicum II provided the participant with an opportunity to practice teacher training.

Strategies of the workshop included: (1) the involvement, at the end of the first week, of an outside professional trouble shooter who gave the participants an opportunity to express any gripes which they had concerning workshop activities so that the staff could make adjustments; (2) daily meetings with assigned Amigos (the professional staff of the Appalchian Adult Education Center) who helped to alleviate any problems and finalize state training designs; and (3) the individualized learning prescription which was given to each participant at the start of the workshop was based upon information taken from his application form about his formal preparation, experience, job responsibilities, and his own feelings of competence in the workshop areas, and modified with him by the results of his pre-test. After the first week, the participants were given the opportunity to change their prescriptions (as they felt needful) with the aid of their Amigos. (See sample prescription in Appendix A.)

Program

The workshop consisted of an intensive three-week training period. The resources of the Appalachian Adult Education Center professional staff, facilities, professional adult education libraries, and materials were a unique and important asset to the conduct of the workshop.

Complimenting the primary objective of the workshop, the findings of the Appalachian Adult Education Center accumulated in its four years

of ABE research, demonstration, and teacher training were emphasized in major sessions of the workshop and specifically in small group sessions.

The interpretation of good practice and problem solving in rural ABE gleaned from the Center activities and experience added significantly to secondary objectives of the workshop.

The three-week training period was composed of the following experiences:

INDIVIDUALIZED INSTRUCTION:

Large Group Meetings

*What is individualized instruction for adults all about?
*Introduction to individually prescribed instruction
*Operating individually prescribed instruction
*Prescribing individually prescribed instruction
*Establishing an individually prescribed instruction system

Small Group Meetings

Writing behavioral objectives
Alternate strategies in individualized instruction
Contingency management
Vim-set in individualized instruction
Special problems

INDIVIDUALIZED INSTRUCTION IN MATH:

Large Group Meetings

*Overview and diagnosis of participants
*Math overview

*For Everybody

Small Group Meetings

Number numeration
Math operations
Measurement and geometry
Applications
Selecting and ordering math objectives
Selection of experiences
Developing the math curriculum
Diagnosis and evaluation
ABE student study skill packet
Applying and developing a dynamic individualized instruction format
Special problems
Individually prescribed instruction (IPI) to develop workshop participants' own math competencies
Math practicum I

INDIVIDUALIZED INSTRUCTION IN READING:

Large Group Meetings

*Reading overview
*Placement inventory overview
Use of ABE materials

Small Group Meetings

Word Attack I
Word Attack II
Comprehension I
Comprehension II
*Placement inventory - construction of
*Placement inventory - use of
Evaluation of ABE materials
Auditory screening
Visual screening
Reading practicum I

ADULT BASIC EDUCATION

Large Group Meetings

*The findings of the Appalachian Adult Education Center
*How adults learn

Small Group Meetings

Characteristics of rural adult students
Awareness of human needs
Interviewing and counseling adults
Education of adult students
Inner-city ABE
ESL (English as a second language)
GED (High School Equivalency)
Client representation
Climate for learning
Evaluation and follow-up
Special problems
Recruitment
Learning Labs

THE TRAINING OF TEACHERS:

Small Group Meetings

Emotions and literacy skills as barriers to inservice training
The characteristics of ABE teachers
Inservice training for ABE teachers
Practicum II

Also, library, reading, laboratory, and recreational facilities of Morehead State University were made available. (See Appendix B for complete program.)

State Designs

In conjunction with and approval of the state directors and with the guidance of the professional staff of the Appalachian Adult Education Center, the participants developed tentative content and methods for state training designs. The respective state directors gave their final approval or suggested change during the last week of the workshop.

(See sample letter to state director, state design, and letter to participants from state director in Appendix C.)

Participants

The participants from each state were selected jointly by the state directors and workshop staff. (See breakdown by states of numbers of participants in Appendix D.) In order to be an effective trainer, the following optimum characteristics for the participants were suggested:

1. a full or part time teacher in adult education;
2. formal course work in adult education;
3. formal course work in reading;
4. formal course work in mathematics;
5. able to devote full time to three week training workshop;
6. willing to conduct short training sessions in individualized instruction in reading and mathematics for other ABE teachers as outlined in his state design;
7. working with a program for rural undereducated adults; and
8. a bachelor's (or more) from an accredited university or college.

Participants received a stipend of $75.00 per week for the three-week period and a $15,00 allowance per week for each dependent. Travel expenses were provided. The participants were granted three hours' academic credit at Morehead State University through the Department of Adult and Continuing Education upon completion of the workshop requirements. Their evaluation was based upon contingency contracts, ISK's, assessments, and practicum critiques.

The following is a summary of the characteristics of the participants of the 1971 Morehead ABE Teacher Trainer Workshop.

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1. Sex

a. Male	45
b. Female	56

2. Average Age--38 years

a. Youngest--20 years
b. Oldest--65 years

3. Race

a. White	68
b. Black	29
c. Mexican-American	4

4. Marital Status

a. Married	67
b. Single	16
c. Divorced	11
d. Separated	1
e. Widow	5
f. No Reply	1

5. Average Dependents--1.97

6. Employed in any role in the Adult Basic Education Program under the Adult Education Act of 1966?

a. Yes	94
b. No	6
c. No Reply	1

7. Length of Adult Basic Education Experience?

a. Full time--average of 2.4 years	17
b. Part time--average of 2.8 years	84

8. Hours Worked Per Week in Adult Basic Education?

a. Full time--37 hours average
b. Part time-- 7 hours average

9. Major Duties?

a.	Teach basic education	72
b.	Teacher training	5
c.	Curriculum development	5
d.	Teach reading	4
e.	Administration	13
f.	Counseling	2

10. Type of Area You Serve?

a.	Urban (above 100,000)	11
b.	Urban (25,000-100,000)	22
c.	Urban (10,000-25,000)	14
d.	Rural	54

11. Target Population Served?

a.	Migrants	3
b.	Non-English Speakers	4
c.	Prisoners	3
d.	Appalachia	10
e.	American Indian	1
f.	Rural	60
	(1) Farm	
	(a) White	8
	(b) Black	2
	(c) Black & White	15
	(2) Non-farm	
	(a) White	2
	(b) Black	2
	(c) Black & White	31
g.	Inner-City	20

12. Speak any Foreign Language?

a.	Yes	14
b.	No	85
c.	No Reply	2

13. Highest Level of Education

a.	Bachelor	58
b.	Masters	28
c.	Masters	6
d.	Less than Bachelor	9

14. Previous Course Work in:

a. Adult Education

(1)	Yes	73
(2)	No	28

b. Reading

(1)	Yes	49
(2)	No	51
(3)	No Reply	1

c. Mathematics

(1)	Yes	48
(2)	No	50
(3)	No Reply	3

15. Feel Competent in:

a. Individual Instruction

(1)	Yes	79
(2)	No	19
(3)	No Reply	3

b. Reading

(1)	Yes	61
(2)	No	37
(3)	No Reply	3

c. Mathematics

(1)	Yes	65
(2)	No	33
(3)	No Reply	3

16. Feel Knowledgeable About Characteristics of the Undereducated Adults:

a.	Yes	79
b.	No	21
c.	No Reply	1

In review of the 101 participants:

1. all had experience in adult education;
2. three-fourths had course work in adult education;
3. one-half had formal preparation in reading;
4. one-half had formal preparation in math;
5. all but two were able to devote full time to the three-week workshop;
6. all expressed themselves as willing to conduct short training sessions in their home states as agreed upon with their state directors;
7. one-half worked in rural areas and many more served rural inhabitants within a semirural setting; and,
8. all but nine had a bachelor's degree or more.

Evaluation

During the workshop the daily meeting by state teams with the Amigos provided immediate feedback so that adjustments could be made in the workshop.

At the beginning of the workshop, the participants were requested to design and conduct a participant evaluation of the workshop. A questionnaire developed by a committee of participants, which was administered at the conclusion of the workshop by the committee, encouraged them to rank and to write their personal reactions to the workshop.

The following were examples of some of their opinions.

1. Personal

   a. This is the greatest experience that I have ever had in ABE. I will be delighted to share what I have gotten here.

   b. The format of this workshop was extremely well-suited to its purposes. This has been an intensely rewarding educational experience. I was especially pleased with resource persons.

2. Staff, Coordinator, and Resource People

   a. The coordinator and staff went far beyond the call of duty and were excellent in every respect.

   b. This was one of the best organized workshops I have attended. The Amigos were wonderful. Recreation by Carl Stout was just wonderful. Resource people were swell. Mrs. Ann Hayes and her staff are to be congratulated. They were patient and went beyond the call of duty with never a cross word.

   c. Some understood their responsibilities; others did not.

   d. There should have been more explanation about the pretest so we wouldn't have been so threatened.

3. Participants

   a. The majority of the students made a whole hearted effort to cooperate 100%.

   b. Most of the participants had goals, worked hard to achieve them and showed evidence of changed behavior. A few seemed to lack the sense of value to appreciate this institute.

   c. Some came late (to classes) and disturbed the classes by asking for repetition of work previously done.

   d. Most of the participants are going away with a greater awareness of the need for properly educating the ABE student.

   e. In the large general sessions, there was too much noise and too many people coming and going.

   f. I think participants should have been better informed at the state level.

4. Funding

With the late approval of program, everything was excellent. The most import (sic) improvement that could have been made was from Federal level on earlier approval.

5. Facilities

a. At the very beginning the facilities were crowded, and we rushed into some work without sufficient instructions.

b. Meeting facilities were somewhat crowded at times.

c. There were too many people in the room at the dorm.

6. Materials

a. Math syllabus helped.

b. The many handouts will be very useful later on.

7. Organization

a. First week was too crowded, especially having the two night sessions.

b. I especially enjoyed the practicum. This gave me a chance to put into practice what we were learning and talking.

c. Well-organized workshop.

8. Overall

These statements summarize the attitude of the greater number of those who responded:

a. I sincerely think that the responsible people did all within reason to give us a worthwhile, excellent, pertinent ABE educational program. Further, Mr. Stout did all within reason to plan for recreational needs.

I have nothing but praise for the staff.

b. Personally, I feel that the workshop has been very profitable to everyone.

I do not have any negative view points.

Workshops of this nature should be conducted more.

My knowledge of how to deal with the adult learner has increased 100%. All, as a result of this workshop.

c. We feel that after our frustration level was reached, we began to search for our learning level and to study our individual prescription (which was an excellent idea).

Most of us felt that the orientation and beginning exposure to the work session was a little fast and somewhat overwhelming.

It was suggested that it would have helped the trainees to have been welcomed as a group on the first night with a social get-together.

Much more exposure to materials and methods was given to the trainees than any of us realized could be done in so short a period of time.

The practicum in reading and math was beneficial to each of us as we had the opportunity to apply the process.

We appreciate the fun time and fellowship while learning to make an "ISK" and feel that we could tell someone how to begin and develop one.

There was a little disturbance over the two-hour sessions overlapping in knowledge presented and where individuals were prescribed for one hour and some for two hours.

A few felt that some time could have profitably been used to the guidance to teacher training.

More handouts for certain lectures would have helped on the one-hour sessions, especially in behavioral objectives and modern math.

We wish to thank Carl Stout for his efforts in helping us use our spare time in a more enjoyable way.

We can't be too appreciative to the staff members for their time, effort, and patience that each of us felt was given unselfishly to make the workshop a success.

We feel that the workshop was a success and we enjoyed the three weeks, and we plan to expose our teachers in Mississippi to the I.P.I. system at our fall workshops.

The ratings of the individual parts of the workshop can be seen in Appendix E. The participants ranked 1775 or 42.0 percent "excellents," 1787 or 42.3 percent "adequates," 524 or 12.4 percent "fairs," and 141 or 3.4 percent "inadequates." (The numbers do not total because not all questions were answered by all participants.)

Follow-up Activities

The follow-up activities of the workshop will be:

1. Data collection concerning the teachers trained by the workshop participants;
2. One site visit in each of the thirteen states of a randomly selected activity of the participants in that state; and,
3. Technical assistance given upon request of state directors or participants by the Appalachian Adult Education Center staff.

One example of follow-up teacher-trainer activities since the workshop is the 550 adult basic education teachers trained this fall in Kentucky in a reading sequence. A math sequence is planned for the spring.

Staff for Workshop

George W. Eyster is the Director of the Appalachian Adult Education Center at Morehead State University. Mr. Eyster has a background in adult education, parent education, community school organization, and military education, as well as elementary, secondary, and special education. He received his B.S. and M.S. from the University of Michigan, M.A. from Eastern Michigan University, Specialist in Adult Education from Michigan State University, and has a Ph.D. from the University of Michigan. He served as Amigo to Texas and New Mexico and as a resource person in ABE.

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Ann P. Hayes is the Director of the Morehead Adult Basic Education Teacher-Trainer Workshop and Evaluation Specialist of AAEC. Mrs. Hayes has a background in reading and adult education. She received her M.A. in Adult Education from the University of Chicago. She served as Amigo to Arkansas, Georgia, and Oklahoma.

N. Harold Rose is Chairman of the Department of Adult and Continuing Education, Coordinator of the Morehead Adult Basic Education Teacher-Trainer Workshop and Research Administrator of AAEC. Dr. Rose received his Ph.D. in Adult Education from Florida State University. He served as Amigo to Florida and Kentucky and as a resource person.

Charles J. Bailey is Training Specialist for AAEC. Mr. Bailey received his B.A. and M.A.s in secondary education and in adult and continuing education from Morehead State University. He served as Amigo to Alabama and Tennessee and as a resource person in ABE.

Frank J. Collesano is Administrative Assistant and Business Manager for the Workshop and AAEC. Mr. Collesano received his M.A.'s in business education and adult education from Morehead State University.

Theodore Derr is Research Assistant in Curriculum Development for Research for Better Schools. He received his M.A. in curriculum development from Temple University. He served as a resource person in individualized instruction and the math practicum.

Brenda Fulkerson is the Director of the Adult Learning Center at Morehead State University. Miss Fulkerson received her Bachelor degree from Western Kentucky State University.

Carol Geeslin served as an instructor in reading for the Workshop. She is an educational consultant. Mrs. Geeslin received her M.A. in elementary education from Florida State University and has had graduate work and experience in reading, adult education, and teacher training.

Robert Geeslin was the fulltime reading consultant for the Workshop. He is director of Educational Consultants, Thomasville, Georgia. Dr. Geeslin received his Ed.D. in reading from Florida State University and has a background in learning theory and adult basic education materials development.

Alvin Granowsky received his Ed.D. in reading from the University of Pennsylvania. Dr. Granowsky is Research Associate in the National Network Division of Research for Better Schools. He served as resource person in individualized instruction and the math practicum.

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Collete Grindstaff served as an instructor for the Workshop reading practicum. She is Coordinator of the Reading Laboratory of Morehead State University. Mrs. Grindstaff received her M.A. in reading from East Tennessee State University.

William C. Hampton served as an instructor for the Workshop reading practicum. He is Director of the Reading Department of Morehead State University. Dr. Hampton received his Ed.D. in reading from the University of Kentucky.

Lyle Leland was the fulltime math consultant for the Workshop. He is Curriculum Specialist for the Southern Nevada Manpower Training Center. Mr. Leland received his Master's from the University of Wisconsin in Science and Education.

Lamar V. Marchese is Media Specialist for AAEC. Mr. Marchese has a background in radio, television, Job Corps, and Headstart. He received his B.A. from the University of South Florida and has his M.A. pending from the University of Florida in radio and television. He served as Amigo to Louisiana and Mississippi.

Anita Martin served as a trouble-shooter for the Workshop. She is a consultant in adult education. Dr. Martin received her Ph.D. in adult education from Columbia University.

John Martinez was staff associate and resource person in ABE for the Workshop. Mr. Martinez received his B.A. from Texas Technology College and has graduate work at Sul Ross State College and Morehead State University.

Jerry Patterson served as a resource person in individually prescribed instruction for the workshop. Mr. Patterson is Pre-Vocational Analyst Writer for the Technical Education Research Center, Montgomery, Alabama. He has done graduate work in guidance and counseling at the University of Alabama at Birmingham.

Robert Peters was an instructor in ABE at the Workshop. Dr. Peters received his Ph.D. in adult education from Ohio State University. He is a member of the Guidance and Counseling faculty at Morehead State University.

Husain Qazilbash is Curriculum Specialist for AAEC. Dr. Qazilbash has his experience in adult education and research on Appalachian mountain dialects. He received his Ph.D. in adult education from Florida State University. He served as Amigo for North Carolina and South Carolina and as a resource person in ABE.

Ethel Schmitt served as planning committee member and resource person in individualized instruction for the Workshop. Miss Schmitt is Chief of Curriculum Development for Individualized Learning for Adults for Research for Better Schools. She received her M.A. in educational psychology from New York University.

Donna Seay was a resource person in individualized instruction for the Workshop as well as planning committee member. She is Project Director, Technical Education Research Center, Montgomery, Alabama. Mrs. Seay has her B.S. from Auburn University and M.A. from the University of Alabama.

Carl Stout was the Recreation Director and Counselor for the Workshop. Mr. Stout is a member of the Health, Physical Education, and Recreation faculty at Morehead State University. He received his M.A. in recreation from Indiana University.

Van Youngman served as keynote speaker on individualized instruction for the Workshop. Dr. Youngman holds an L.L.D. from Dickinson School of Law. He is Coordinator of ABE for Research for Better Schools.

William Phillips represented the U.S. Office of Education, Department of Health, Education and Welfare. Mr. Phillips is Regional Program Officer for Adult Education in USOE Region IV in Atlanta.

The following persons represented the thirteen state departments of education at the Workshop.

Alabama	Norman Parker
Arkansas	William Keaton
Florida	Eloise Berry
Georgia	Frary Elrod
Kentucky	Ted Cook
Louisiana	Robert Boyet
Mississippi	Bonnie Hensley*
New Mexico	Esther Shoemaker
North Carolina	Leonard Lillie
Oklahoma	Mattie Harrison
South Carolina	Ken East
Tennessee	Charles Holt
Texas	Harry Seaman

*Conference phone

Summary

The Morehead Adult Basic Education Teacher-Trainer Workshop was conducted July 19 to August 6, 1971, by the Appalachian Adult Education Center (AAEC), Morehead State University, Morehead, Kentucky. One hundred and one participants from thirteen southern states prepared themselves as teacher trainers in individualized instruction in reading and math for rural undereducated adults. Individual learning prescriptions were developed for each participant which included extensive application of theory in practical situations employing ABE students. The participants from each state under the supervision of their state director of adult education and the AAEC staff developed a state design for 1971-72 ABE teacher-training.

APPENDICES

MOREHEAD ABE TEACHER-TRAINER WORKSHOP
MOREHEAD STATE UNIVERSITY

FIRST WEEK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9-10 Overview of Workshop	9-12 Overview and Introduction to Individually Prescribed Instruction	9-12 Prescribing in Individualized Instruction	9-11 Math Overview	9-10 Math Operations
10-12 Assessment			11-12 Number Numeration	10-11 Measurement and Geometry
				11-12 Placement Interview Overview
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1-2 Introduction to Individualized Instruction for Adults	1-2 Registration	1-3 Overview of Reading	ISK	ISK
2-2:30 Break	2-3 Operation of I.P.I.	3-5 Overview and Diagnosis of Math		
2:30-5 Meet with Amigos	3:30-5 Findings of Appalachian Adult Education Center		4-5 Amigo	4-5 Meeting with Trouble Shooter
8-10 How Adults Learn: Panel Discussion			7:30-9:30 Word Attack I	

HOURS:

Reading	15
Math	15
I.P.I.	19
ABE	13

MOREHEAD ABE TEACHER-TRAINER WORKSHOP
MOREHEAD STATE UNIVERSITY

SECOND WEEK

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY
9-10	ABE Student Study Skill Packet	9-10	Writing Behavioral Objectives	9-10	Math Practicum	9-10	Math Practicum	9-10	Math Practicum
10-11	Characteristics of ABE Teachers	10-12	Individual Instruction	10-11	Math Practicum	10-11	Math Prep	10-11	Math Prep
11-12	Math Applications		Alternate Strategies	11-12	Writing Behavioral Objectives	11-12	ABE Special Problems	11-12	Comprehension I
LUNCH		LUNCH		LUNCH		LUNCH		LUNCH	
1-4	ISK	1-3	ISK	1-2	Developing the math curriculum	1-2	Applying and developing a dynamic individual instruction format	1-3	Word Attack II
				2-3	Use of ABE materials				
				3-4	Awareness of human needs	2-3	Selection and ordering of objectives	3-4	Special math problems
		3-4	Math prep.						
4-5	Amigo	4-5	Amigo	4-5	Amigo	3-4	Interviewing and Counseling Adults	4-5	Amigo
						4-5	Amigos		

MOREHEAD ABE TEACHER-TRAINER WORKSHOP
MOREHEAD STATE UNIVERSITY

THIRD WEEK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9-10 Math practicum II	9-10 Math practicum II	9-10 Math practicum II	9-11 Contingency management	9-10 Assessment
10-11 G.E.D.	10-11 Climate for learning	10-12 Reading special problems		10-12 Reports on state designs
11-12 Reading prep.	11-12 Math diagnosis and evaluation		11-12 Evaluation and follow-up	
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:40-1:40 Reading Prac.	12:40-1:40 Reading Prac.	12:40-1:40 Reading Prac.	1-2 Evaluation of ABE materials	1-2 Summary
1:40-2:40 Reading Prep.	1:40-2:40 Reading Prep.	2-3 Writing Behavioral objectives	2-4 Individual instruction test and measurements	2-3 Final Checks and Bon Voyage
3-4 Client representation	3-4 In-service training for ABE teachers	3-5 Amigo and state director		
4-5 Amigo	4-5 Amigo		4-5 Amigo	

MOREHEAD ABE TEACHER-TRAINER WORKSHOP
APPALACHIAN ADULT EDUCATION CENTER
FIRST WEEK
July 19 - July 23

*For Everyone

Monday - July 19

			Room
*9:00 - 10:00 AM	Overview of Workshop	G. Eyster	105
*10:00 - 12:00	Assessment	A. Hayes	105
12:00 - 1:00 PM	Lunch		
*1:00 - 2:00 PM	Introduction to Individualized Instruction for Adults	V. Youngman	105
2:00 - 2:30 PM	Break		
*2:30 - 5:00 PM	Meet With Amigos		
	State	Amigo	
	Alabama	C.J. Bailey	104
	Arkansas	Ann Hayes	108
	Florida	Harold Rose	107
	Georgia	Ann Hayes	108
	Kentucky	Harold Rose	107
	Louisiana	Lamar Marchese	105
	Mississippi	Lamar Marchese	105
	New Mexico	George Eyster	106
	North Carolina	Husain Qazilbash	303
	Oklahoma	Ann Hayes	108
	South Carolina	Husain Qazilbash	303
	Tennessee	C.J. Bailey	104
	Texas	George Eyster	106
8:00 - 10:00 PM	How Adults Learn: Panel Discussion	Robert Geeslin Ann Hayes Robert Peters John Martinez Husain Qazilbash	105

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Tuesday - July 20

*9:00 - 12:00 AM	Overview and Introduction to Individually Prescribed Instruction	Donna Seay Jerry Patterson	105
12:00 - 1:00 PM	Lunch		
*1:00 - 2:00 PM	Registration		
1:00 - 1:30 PM	A-M		
1:30 - 2:00 PM	N-Z		
*2:00 - 3:30 PM	Operation of IPI	Donna Seay Jerry Patterson	105
*3:30 - 5:00 PM	Findings of the Appalachian Adult Education Center	George Eyster	105
8:00 - 9:00 PM	Op Art Film on Individualizing Instruction		105

Wednesday - July 21

*9:00 - 12:00 AM	Prescribing in Individualized Instruction		105
12:00 - 1:00 PM	Lunch		
*1:00 - 3:00 PM	Overview of Reading	Robert Geeslin	
*3:00 - 5:00 PM	Overview and Diagnosis of Math	Lyle Leland	

Thursday - July 22

*9:00 - 10:00 AM	Math Overview Comprehension 1 Writing Behavioral Objectives Characteristics of Rural Adult Students	Lyle Leland Robert Geeslin Ethel Schmitt John Martinez	105
*10:00 - 11:00 AM	Math Overview (Cont.) Word Attack 1 Writing Behavioral Objectives	Lyle Leland Robert Geeslin Ethel Schmitt	105
11:00 - 11:30 AM	Number Numeration	Lyle Leland	105
11:00 - 12:00	Word Attack 1 (Cont.) Writing Behavioral Objectives	Robert Geeslin Ethel Schmitt	104
12:00 - 1:00 PM	Lunch		
* 1:00 - 4:00 PM	Individual Skills Kit in Reading and Mathematics	Carol Geeslin Lyle Leland Husain Qazilbash	105

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4:00 - 5:00 PM	Meeting with Amigos		
7:30 - 8:30 PM	IPI in Math	Lyle Leland	104
7:30 - 9:30 PM	Word Attack 1	Robert Geeslin	105

Friday - July 23

8:00 - 9:00 AM	Louisiana and Mississippi	Lamar Marchese	105
9:00 - 10:00 AM	Math Operations	Lyle Leland	105
	Comprehension 1	Robert Geeslin	
	Writing Behavioral Objectives	Ethel Schmitt	
	Characteristics of ABE Teachers	Robert Peters	
10:00 - 11:00 AM	Measurement and Geometry	Lyle Leland	
	Comprehension 1	Robert Geeslin	
	Writing Behavioral Objectives	Ethel Schmitt	
	Interviewing and Counseling Adults	John Martinez	
*11:00 - 12:00	Placement Inventory Overview	Robert Geeslin	105
12:00 - 1:00 PM	Lunch		
* 1:00 - 4:00 PM	Individual Skills Kit in Reading and Mathematics	Carol Geeslin Lyle Leland Husain Qazilbash	105
4:00 - 5:00 PM	Meeting with Workshop Evaluator	Anita Martin	105

Saturday - July 24

9:00 - 11:00 AM	IPI in Math	Lyle Leland	105

SECOND WEEK

Monday - July 26

9:00 - 10:00 AM	ABE Student Study Skill Packet	Lyle Leland	107
	VIM-Set in IPI	Alvin Granowsky	
	Evaluation and Follow-up	Robert Peters	106
9:00 - 10:30 AM	Construction of Placement Inventory	Robert Geeslin	105
10:00 - 11:00 AM	IPI in Math	Lyle Leland	107
	VIM-Set in IPI (Cont.)	Alvin Granowsky	
	Characteristics of ABE Teachers	C.J. Bailey	106
10:30 - 12:00 AM	Use of Placement Inventory	Robert Geeslin	105
11:00 - 12:00	Math Applications	Lyle Leland	107
	VIM-Set in IPI	Alvin Granowsky	
	Characteristics of Rural Adult Students	C.J. Bailey	106

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12:00 - 1:00 PM	Lunch		
* 1:00 - 4:00 PM	Individualized Skills Kit in Reading and Mathematics	Carol Geeslin Lyle Leland Husain Qazilbash	105
* 4:00 - 5:00 PM	Meeting with Amigo		
7:30 - 8:30 PM	IPI in Math	Lyle Leland	106
7:30 - 9:00 PM	Construction of the Placement Inventory	Robert Geeslin	105

Tuesday - July 27

8:00 - 10:00 AM	Auditory Screening	Robert Geeslin	
9:00 - 10:00 AM	IPI in Math	Lyle Leland	106
	Writing Behavioral Objectives	Al Granowsky	107
	Climate For Learning	John Martinez	105
10:00 - 11:00 AM	IPI in Math	Lyle Leland	106
	Construction of Placement Inventory	Robert Geeslin	105
	Alternate Strategies in Individualized Instruction	Al Granowsky	107
	ESL (English as a Second Language)	John Martinez	
11:00 - 12:00	IPI in Math	Lyle Leland	106
	Use of Placement Inventory	Robert Geeslin	105
	Alternate Strategies in Individualized Instruction (Cont.)	Al Granowsky	107
12:00 - 1:00	Lunch		
* 1:00 - 4:00 PM	Individualized Skills Kit in Reading and Mathematics	Carol Geeslin Lyle Leland Husain Qazilbash	105
3:00 - 4:00 PM	Math Practicum Preparation (1) (Georgia, Oklahoma, and Arkansas)		Curr. Lab 2nd Fl.
* 4:00 - 5:00 PM	Meeting with Amigos		
7:30 - 8:30 PM	IPI in Math	Lyle Leland	106
7:30 - 9:00 PM	Use of the Placement Inventory	Robert Geeslin	105

Wednesday - July 28

9:00 - 10:00 AM	Math Practicum (1) (Georgia, Oklahoma, Arkansas)	Lyle Leland	Green House
	Math Practicum Preparation (2)		Curr. Lab 2nd Fl.

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9:00 - 10:00 AM (Cont.)	Use of ABE Materials	Robert Geeslin	105
	Contingency Management	Al Granowsky	107
	Recruitment	Ann Hayes	106
10:00 - 11:00 AM	Math Practicum (2) (Florida, Kentucky, Arkansas)	Lyle Leland	Green House
	Math Practicum Preparation (1 & 3)		Curr. Lab 2nd Fl.
	Evaluation of ABE Materials	Robert Geeslin	105
	Contingency Management (Cont.)	Al Granowsky	107
11:00 - 12:00	Math Practicum (3) (Louisiana, Mississippi)	Lyle Leland	Green House
	Reading Practicum Preparation (1)		Curr. Lab 2nd Fl.
	Writing Behavioral Objectives	Al Granowsky	107
	Inservice Training of ABE Teachers	John Martinez	105
12:00 - 1:00 PM	Lunch		
12:40 - 1:40 PM	Reading Practicum (1) (Alabama, Texas, New Mexico)	William Hampton Coletta Grindstaff	Reading Lab 2nd Fl.
	Reading Practicum Preparation (2)		Curr. Lab
1:00 - 2:00 PM	Developing the Math Curriculum	Lyle Leland	105
	ABE Special Problems	Harold Rose	107
1:40 - 2:40 PM	Reading Practicum (2) (Texas, Tennessee, North Carolina)	William Hampton Coletta Grindstaff	Reading Lab
	Reading Practicum Preparation (1 & 3)		Curr. Lab
2:00 - 3:00 PM	Selection of Experiences in Math	Lyle Leland	105
	Use of ABE Materials	Robert Geeslin	106
2:40 - 3:40 PM	Reading Practicum (3) (North Carolina, South Carolina)	William Hampton Coletta Grindstaff	Reading Lab
3:00 - 4:00 PM	Diagnosis and Evaluation in Math	Lyle Leland	105
	Awareness of Human Needs	Robert Peters	107
	Recruitment	John Martinez	106
* 4:00 - 5:00 PM	Meeting with Amigos		
7:30 - 8:30 PM	IPI in Math	Lyle Leland	106

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Thursday - July 29

9:00 - 10:00 AM	Math Overview	Lyle Leland	105
	Word Attack 1	Robert Geeslin	106
	Math Practicum (1)	Al Granowsky	Green
	(Georgia, Oklahoma, Arkansas)		House
	Math Practicum Preparation (2)		Curr.
			Lab
	Special Problems in ABE	H. Qazilbash	107
10:00 - 11:00 AM	Word Attack 1 (Cont.)	Robert Geeslin	106
	Math Practicum (2)	Al Granowsky	Green
	(Florida, Kentucky, Arkansas)		House
	Math Practicum Preparation (1 & 3)		Curr.
			Lab
	Special Problems in ABE	H. Qazilbash	107
11:00 - 11:30 AM	Number Numeration,	Lyle Leland	105
11:00 - 12:00	Comprehension II	Robert Geeslin	107
	Math Practicum (3)	Al Granowsky	Green
	(Louisiana, Mississippi)		House
	Special Problems in ABE	H. Qazilbash	107
12:00 - 1:00 PM	Lunch		
12:40 - 1:40 PM	Reading Practicum (1)	W. Hampton	Reading
	(Alabama, Texas, New Mexico)	C. Grindstaff	Lab
	Reading Practicum Preparation (2)		Curr.
			Lab
1:00 - 2:00 PM	Developing and Applying a Dynamic Individualized Instruction Format in Math	Lyle Leland	105
	Emotions and Literacy Skills as Barriers to Inservice Training	Robert Geeslin	107
1:40 - 2:40 PM	Reading Practicum (2)	W. Hampton	Reading
	(Texas, Tennessee, North Carolina)	C. Grindstaff	Lab
	Reading Practicum Preparation (1 & 3)		Curr.
			Lab
2:00 - 3:00 PM	Selection and Ordering of Math Objectives	Lyle Leland	105
	Emotions and Literacy Skills as a Barrier to Inservice Training (Cont.)	R. Geeslin	107
2:40 - 3:40 PM	Reading Practicum (3)	W. Hampton	Reading
	(North Carolina, South Carolina)	C. Grindstaff	Lab
3:00 - 4:00 PM	Inner-City ABE	Robert Peters	106
	Interviewing and Counseling Adults	John Martinez	105
* 4:00 - 5:00 PM	Meeting with Amigos		

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Friday - July 30

8:00 - 9:00 AM	Reading in ABE	John Sherk	106
9:00 - 10:00 AM	Math Operations	Lyle Leland	105
	Word Attack II	Robert Geeslin	107
	Math Practicum (1)	Al Granowsky	Green
	(Georgia, Oklahoma, Arkansas)		House
	Math Practicum Preparation (2)		Curr.
			Lab
10:00 - 11:00 AM	Measurement and Geometry	Lyle Leland	105
	Word Attack II (Cont.)	Robert Geeslin	107
	Math Practicum (2)	Al Granowsky	Green
	(Florida, Kentucky, Arkansas)		House
	Math Practicum Preparation (1 & 3)		Curr.
			Lab
	Education of Adult Students	George Eyster	106
		H. Qazilbash	
11:00 - 12:00	Math Applications	Lyle Leland	105
	Comprehension I	Robert Geeslin	106
	Math Practicum (3)	Al Granowsky	Green
	(Louisiana, Mississippi)		House
	Client Representation	John Martinez	107
12:00 - 1:00 PM	Lunch		
12:40 - 1:40 PM	Reading Practicum (1)	W. Hampton	Reading
	(Alabama, Texas, New Mexico)	C. Grindstaff	Lab
	Reading Practicum Preparation (2)		Curr.
			Lab
1:00 - 2:00 PM	Measurement and Geometry	Lyle Leland	106
	Word Attack II	Robert Geeslin	107
	Alternate Strategies in Individualized Instruction	Al Granowsky	105
1:40 - 2:40 PM	Reading Practicum (2)	W. Hampton	Reading
	(Texas, Tennessee, North Carolina)	C. Grindstaff	Lab
	Reading Practicum Preparation (3)		Curr.
			Lab
2:00 - 3:00 PM	Word Attack II (Cont.)	Robert Geeslin	107
	Alternate Strategies in Individualized Instruction (Cont.)	Al Granowsky	105
2:40 - 3:40 PM	Math Practicum Preparation (4)		Curr.
			Lab
	Reading Practicum (3)	W. Hampton	Reading
		C. Grindstaff	Lab
3.00 - 4:00 PM	Special Problems in Math	Lyle Leland	105
	Comprehension II	Robert Geeslin	106

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3:00 - 4:00 PM (Cont.)	Education of Adult Students	John Peters	107
* 4:00 - 5:00 PM	Meeting with Amigos		

THIRD WEEK

Monday - August 2

9:00 - 10:00 AM	Applying and Developing a Dynamic Individualized Instruction Format in Math	Lyle Leland	105
	Math Practicum (4) (Alabama, Texas, New Mexico)	Theodore Derr	Green House
	Math Practicum Preparation (5)		Curr. Lab
	Characteristics of Rural Adult Students	C.J. Bailey	106
	Math Practicum II (Georgia, Arkansas, Oklahoma)		Green House
9:30 - 11:00 AM	Construction of Placement Inventory	Robert Geeslin	107
10:00 - 11:00 AM	Math Practicum (5) (Texas, Tennessee, North Carolina)	Theodore Derr	Green House
	Math Practicum Preparation (4 & 6)		Curr. Lab
	GED (High School Equivalency)	B. Fulkerson	105
	Math Practicum II (Florida, Kentucky, Arkansas)		Green House
11:00 - 12:00	Applying and Developing a Dynamic Individualized Instruction Format in Math	Lyle Leland	105
	Special Problems in Reading	Robert Geeslin	107
	Math Practicum (6) (North Carolina, South Carolina)	Theodore Derr	Green House
	Reading Practicum Preparation (4)		Curr. Lab
	Math Practicum II (Louisiana, Mississippi)		Green House
12:00 - 1:00 PM	Lunch		
12:40 - 1:40 PM	Reading Practicum (4) (Georgia, Arkansas, Oklahoma)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum Preparation (5)		Curr. Lab
	Reading Practicum II (Alabama, Texas, New Mexico)		Reading Lab

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1:00 - 2:00 PM	Alternate Strategies in Individualized Instruction	Theodore Derr	105
1:40 - 2:40 PM	Reading Practicum (5) (Florida, Kentucky, Arkansas)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum Preparation (4 & 6)		Curr. Lab
	Reading Practicum II (Texas, Tennessee, North Carolina		Reading Lab
2:00 - 3:00 PM	Selection of Math Experiences	Lyle Leland	106
	Alternate Strategies in Individualized Instruction (Cont.)	Theodore Derr	105
2:40 - 3:40 PM	Reading Practicum (6) (Louisiana, Mississippi)	W. Hampton C. Grindstaff	Reading Lab
	Reading Practicum II (North Carolina, South Carolina)		Reading Lab
3:00 - 4:00 PM	Characteristics of ABE Teachers	Robert Peters	105
	Client Representation	John Martinez	
* 4:00 - 5:00 PM	Meeting with Amigos		

Tuesday - August 3

9:00 - 10:00 AM	IPI in Math	Lyle Leland	106
	Math Practicum (4) (Alabama, Texas, New Mexico)	Theodore Derr	Green House
	Math Practicum Preparation (5)		Curr. Lab
	Special Problems in ABE	Robert Peters	105
	Math Practicum II (Georgia, Arkansas, Oklahoma)		Green House
9:30 - 11:00 AM	Use of Placement Inventory	Robert Geeslin	107
10:00 - 11:00 AM	Math Practicum (5) (Texas, Tennessee, North Carolina)	Theodore Derr	Green House
	Math Practicum Preparation (4 & 6)		Curr. Lab
	Math Practicum II (Florida, Kentucky, Arkansas)		Green House
	Climate for Learning	B. Fulkerson H. Quazilbash	105
11:00 - 12:00	Diagnosis and Evaluation in Math	Lyle Leland	105
	Special Problems in Reading	Robert Geeslin	107
	Math Practicum (6) (North Carolina, South Carolina)	Theodore Derr	Green House
	Math Practicum II (Louisiana, Mississippi)		Green House
12:00 - 1:00 PM	Lunch		

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12:40 - 1:40 PM	Reading Practicum (4)	W. Hampton	Reading
	(Georgia, Arkansas, Oklahoma)	C. Grindstaff	Lab
	Reading Practicum Preparation (5)		Curr.
			Lab
	Reading Practicum II		Reading
	(Alabama, Texas, New Mexico)		Lab
1:00 - 2:00 PM	Selection and Ordering of Math Objectives	Lyle Leland	106
1:40 - 2:40 PM	Reading Practicum (5)	W. Hampton	Reading
	(Florida, Kentucky, Arkansas)	C. Grindstaff	Lab
	Reading Practicum Preparation (4&6)		Curr.
			Lab
	Reading Practicum II		Reading
	(Texas, Tennessee, North Carolina)		Lab
2:00 - 3:00 PM	Development of the Math Curriculum	Lyle Leland	106
2:40 - 3:40 PM	Reading Practicum (6)	W. Hampton	Reading
	(Louisiana, Mississippi)	C. Grindstaff	Lab
	Reading Practicum II		Reading
	(North Carolina, South Carolina)		Lab
3:00 - 4:00 PM	Selection of Math Experiences	Lyle Leland	106
	Inservice Training for ABE Teachers	Robert Peters	105
* 4:00 - 5:00 PM	Meeting with Amigos	John Martinez	

Wednesday - August 4

9:00 - 10:00 AM	Developing the Math Curriculum	Lyle Leland	105
	Auditory Screening	Robert Geeslin	
	Math Practicum (4)	Theodore Derr	Green
	(Alabama, Texas, New Mexico)		House
	Math Practicum Preparation (5)		Curr.
			Lab
	Math Practicum II		Green
	(Georgia, Arkansas, Oklahoma)		House
10:00 - 11:00 AM	ABE Student Study Skill Packet	Lyle Leland	105
	Special Problems in Reading	Robert Geeslin	107
	Math Practicum (5)	Theodore Derr	Green
			House
	Math Practicum Preparation (6)		Curr.
	(Texas, Tennessee, North Carolina)		Lab
	Math Practicum II		Green
	(Florida, Kentucky, Arkansas)		House
	Meeting with Amigo		
	(Louisiana, Mississippi)	Lamar Marchese	105

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11:00 - 12:00	Special Problems in Reading	Robert Geeslin	107
	Math Practicum (6)	Theodore Derr	Green House
	(North Carolina, South Carolina)		
	Math Practicum II		Green House
	(Louisiana, Mississippi)		
12:00 - 1:00 PM	Lunch		
12:40 - 1:40 PM	Reading Practicum (4)	W. Hampton	Reading Lab
	(Georgia, Arkansas, Oklahoma)	C. Grindstaff	
	Reading Practicum Preparation (5)		Curr. Lab
	Reading Practicum II		Reading Lab
	(Alabama, Texas, New Mexico)		
	Meeting with Amigo	H. Qazilbash	106
	(North Carolina, South Carolina)		
1:00 - 2:00 PM	Special Problems in Individualized Instruction	Theodore Derr	105
1:40 - 2:40 PM	Reading Practicum (5)	W. Hampton	Reading Lab
	(Florida, Kentucky, Arkansas)	C. Grindstaff	
	Reading Practicum Preparation (6)		Curr. Lab
	Reading Practicum II		Reading Lab
	(Texas, Tennessee, North Carolina)		
2:00 - 3:00 PM	Diagnosis and Evaluation in Math	Lyle Leland	105
	Writing Behavioral Objectives	Theodore Derr	
2:40 - 3:40 PM	Reading Practicum (6)	W. Hampton	Reading Lab
	(Louisiana, Mississippi)	C. Grindstaff	
	Reading Practicum II		Reading Lab
	(North Carolina, South Carolina)		
3:00 - 4:00 PM	Selection and Ordering of Math Objectives	Lyle Leland	105
3:00 - 5:00 PM	Meeting with Amigos (Alabama [104], Arkansas [108], Florida [107], Georgia [108], Kentucky [107], New Mexico [106], Oklahoma [108], Tennessee [104], Texas [106])		
4:00 - 5:00 PM	Meeting with Amigos (Louisiana [105], Mississippi [105], North Carolina [303], South Carolina [303])		

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Thursday - August 5

9:00 - 11:00 AM	Contingency Management	Theodore Darr	105
	Emotions and Literacy Skills as Barriers to Inservice Training	Robert Geeslin	107
	Writing Behavioral Objectives	Lyle Leland	106
11:00 - 12:00 AM	Selection and Ordering of Math Objectives	Lyle Leland	105
	Writing Behavioral Objectives	Theodore Derr	106
	Evaluation and Follow-Up	H. Qazilbash	107
12:00 - 1:00 PM	Lunch		
1:00 - 2:00 PM	ABE Student Study Skill Packet	Lyle Leland	105
	Evaluation of ABE Materials	Robert Geeslin	107
	Special Problems in Individualized Instruction	Theodore Derr	106
2:00 - 4:00 PM	Visual Screening	Robert Geeslin	
	Tests and Measurements in Individualized Instruction	Theodore Derr Lyle Leland	107
	GED (High School Equivalency)	B. Fulkerson	105
3:00 - 4:00 PM	Inner City ABE	Robert Peters	106
4:00 - 5:00 PM	Meeting with Amigos for Evaluation		

Friday, August 6

9:00 - 10:00 AM	Assessment		105
10:00 - 12:00	Reports on State Designs		105
12:00 - 1:00 PM	Lunch		
1:00 - 2:00 PM	Summary	Ann Hayes	105
2:00 - 3:00 PM	Final Checks and Bon Voyage	Frank Colles[illegible]o	105

COMMONWEALTH OF KENTUCKY

Department of Education

DIVISION OF VOCATIONAL EDUCATION

FRANKFORT 40601

August 16, 1971

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Mr. George Stamper
Route #7
Hopkinsville, Kentucky 42240

Dear Mr. Stamper:

After examination of the teacher training plan so respectfully submitted by the Kentucky participants of the Morehead State University institute, the Division of Adult Education staff has developed the enclosed plan of implementation. In developing this plan, the division staff took into consideration such factors as: (1) proximity of team members to training sites, (2) minimum interference with regular school duties, and (3) covering maximum territory with minimum personnel in a limited amount of time.

Please check your training assignment and advise this office as to your availability to conduct training on the scheduled date. If you can be available to participate in additional meetings other than those assigned to you, please signify.

Please study the schedule and notify this office as to your reaction to same, no later than Tuesday, August 24, 1971.

Sincerely yours,

Ted Cook

Ted Cook, Director
Division of Adult Education

TC/jt

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June 30, 1971

Mr. Thomas Trujillo, Director
Adult Basic Education
Department of Education
Education Building
Santa Fe, New Mexico 87501

Dear Tom:

As you know, the Morehead ABE Teacher-Trainer Workshop starts July 19, 1971. In order to help your people develop as trainers to meet the specific needs of New Mexico, we are most anxious to receive from you the answers to the following questions prior to July 19.

1. What will be the length of the ABE reading workshop(s) in the state? (The syllabi tentatively will be developed in units with suggestions for flexibility in combining and/or lengthening these units.)

2. What are the number of workshops proposed?

3. What will be the location(s) of the workshop(s)? (Because of the manner of funding for AAEC, first consideration should be given to rural areas.)

4. What are the tentatively scheduled date(s) of the workshop(s)?

5. What ABE state personnel will be trained? (Professionals? Paraprofessionals?)

6. What will be the recruitment procedures for state trainees?

7. What will be the duration of support of the trainer teams?

8. What type of support of state ABE teacher trainees will be provided? (Transportation? Housing? Stipend?)

9. Will suggested materials be provided for the state workshops?

10. What are the specifics of the state design -- will the team be used as a unit, or as individuals?

11. Will there be in-class follow-up of the state workshops by the trainers?

In line with the practice begun at Morehead last year (resulting in the training of 2835 teachers in 1970-71), we shall give your answers (which we call your state design) to your participants as their workshop guide for the three-week workshop. They will plan the content and methodology of the local workshops in New Mexico in individualized reading and math instruction for adults according to your state design.

August 2, 3, 4, or 5 we would be most appreciative if you or a member of your staff responsible for ABE personnel development would come to Morehead to react to the feasibility of the plans made by your trainer team. If state monies are not available for travel, we can pick up plane fare. State directors may stay in the dorm for $2.00 a night.

Again, we are most anxious that you provide us with a state design for the use of your trainers prior to the workshop. This helps you since the workshops that are planned meet your state needs; it helps your participants because it gives them an administrative home when they get back and a structure within which to plan; and it helps us because it sets a serious and professional tone to the work of the three-week workshop.

Sincerely yours,

(Mrs.) Ann P. Hayes, Director
Morehead ABE Teacher-Trainer Workshop

APH:jr

Appendix C

TEXAS STATE DESIGN

Developed by

Participants from Texas

at the

Morehead ABE Teacher-Trainer Institute
Appalachian Adult Education Center

July 19 - August 6, 1971

Gwendolyn Aldridge
Olean Bell
Frances Blanks
William Gaffey
Oscar Cavazos
Betty Gray
Nancy Hagen
Henry Landers
Claude Mathis
Joseph Olivarez
Marilyn Vaughn

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PREFACE

In keeping with the guidelines suggested by the Texas Education Agency ACE division, participants of the Morehead ABE Teacher-Trainer Workshop submit the following in-service/pre-service plan for dissemination of methodology in individualizing instruction.

Although the guidelines specifically state that the Workshop content should concern individualizing instruction in reading and mathematics, we submit that there is justification for spending 50% of the workshop time on those educational concepts which are prerequisite to individualizing instruction in a specific discipline.

Such prerequisite concepts involve behavioral objectives, contingency management, placement, prescription, and application. These concepts can be best internalized through opportunity for supervised practice followed by immediate response of positive reinforcement.

This positive reinforcement can be structured into the workshops best by gearing the first half of each workshop to individualizing of instruction methodology without reference to a specific discipline. The second session is designed to build upon the knowledge of the first by providing for application of methods in the areas of reading and mathematics.

The success or failure of any Adult Basic Education program is proportionately related to its individualization of instruction or lack of it. Our firm conviction that total individualization of instruction must become

the foremost educational thrust in Texas, and our willingness to employ those training skills which have been developed during the Morehead State University Teacher-Training Workshop have led us to formulate and submit the following plan.

I. Plan A (2 night sessions of 3 hours each)
   A. First Session
      1. IPI Defined
         a. Behavioral Objectives
         b. Placement
         c. Prescribing for Individualized Instruction
         d. Application
      2. Summary
   B. Second Session
      1. ISK in Reading
      2. ISK in Mathematics

II. Plan B (1 eight-hour workshop)
   A. Morning Session
      1. IPI Defined
         a. Behavioral Objectives
         b. Placement
         c. Prescribing
         d. Application
      2. Summary
   B. Afternoon Session
      1. ISK in Reading
      2. ISK in Mathematics

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BEHAVIORAL OBJECTIVES
Teacher-Training Workshops
Texas Plan

1. The teacher will demonstrate an understanding of behavioral objectives through recognizing the following characteristics in oral practice exercises:
   A. learner centered
   B. observable behavior
   C. conditions stated
   D. mastery criterion
2. The teacher will write objectives using the stated criteria.
3. The teacher will specify a discipline and write a lesson plan based on behavioral objectives.
4. The teacher will demonstrate an understanding of individually prescribed instruction through use of placement instrument.
5. The teacher will construct an informal reading inventory.
6. The teacher will write a study prescription for one student using test data provided.
7. The teacher will observe a demonstration of an individual skills kit in reading or mathematics.

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SUMMARY

Tentative Texas Teacher Training Workshop Schedules

General Location	Date		
I. San Antonio, Texas Mrs. Nancy Hagen Betty G. Gray	October 16	75-100	(6 hours)
II. Lubbock, Texas Bill Caffee Marilyn Vaughn Gwen Aldridge Olean Bell	October 9	75	(6 hours)
III. Brownsville, Texas Oscar E. Cavazos Frances Blanks Joe Olivarez	October 30		(6 hours)
IV. Fort Worth, Texas Bill Caffee Clay Landers Marilyn Vaughn	November		(6 hours)
(V) Corpus Christi, Texas	?		
(VI) Houston, Texas	?		

MOREHEAD ABE TEACHER-TRAINER WORKSHOP
Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky
July 19 - August 6, 1971

State	Participants	Training Slots Assigned by USOE
1. Alabama	8	7
2. Arkansas	5	5
3. Florida	2	8
4. Georgia	10	8
5. Kentucky	10	10
6. Louisiana	14	8
7. Mississippi	6	5
8. New Mexico	2	2
9. New York	1*	0
10. North Carolina	15	13
11. Oklahoma	3	5
12. South Carolina	5	5
13. Tennessee	9	10
14. Texas	11	14
Total	101	101

*Not Stipended

ABE TEACHER-TRAINER WORKSHOP EVALUATION
Appalachian Adult Education Center
Morehead State University
July 19 - August 6, 1971

	Excellent	Adequate	Fair	Inadequate
1. Was the promotion effective?	37	35	9	4
2. Did the participants understand what was expected of them?	10	43	23	11
3. Were the meeting facilities adequate?	20	42	19	7
4. Were the dining and housing facilities adequate?	31	35	14	8
5. Was registration handled effectively?	47	37	4	0
6. Were helpful study materials made available?	56	27	4	1

COMMENTS:

7. Were the general sessions:				
a. Relatively free from distractions?	23	37	18	10
b. Characterized by good physical arrangements?	17	38	26	6
c. Made meaningful by clear presentations?	29	31	21	4
d. Appropriate in length and number?	20	39	19	8
e. Clear as to goals and purposes?	22	37	23	5
f. Effective as to the use made of educational techniques, subtechniques, and aids?	36	40	7	2

COMMENTS:	Excellent	Adequate	Fair	Inadequate
8. Were the small groups:				
a. Made up of persons who:				
(1) Had common interests?	31	28	14	4
(2) Could work together?	36	35	6	0
(3) Were similar in backgrounds?	16	34	16	2
b. Adequate as to physical arrangements?	31	45	7	4
c. Well conducted?	40	40	6	0
d. Staff with the appropriate resource persons?	51	32	2	1
e. Clear as to their goals and task?	38	36	11	1
f. Appropriate as to:				
(1) Frequency of meeting?	28	47	10	1
(2) Length?	21	42	13	2
g. Effective as to the use made of educational techniques, subtechniques, and aids?	34	42	9	2
COMMENTS:				
9. Were the discussion, practice, or work groups:				
a. Well conducted?	37	34	12	2
b. In suitable surroundings?	29	41	11	2
c. Clear as to their:				
(1) Task?	25	47	17	1
(2) Responsibilities to the total group?	24	42	12	4

	Excellent	Adequate	Fair	Inadequate
d. Appropriate as to:				
(1) Length?	23	48	10	2
(2) Frequency of meeting?	21	51	11	1

COMMENTS:

10. Did the coordinator and staff:				
a. Carry out responsibilities?	70	11	3	2
b. See that the group was well oriented?				
(1) Prior to arrival?	36	25	18	6
(2) After arrival?	46	29	6	2
c. See that schedules were met?	53	27	6	2
d. Properly instruct the resource persons?	49	30	3	2
e. Help the participants to learn?	56	24	3	3
f. Remain flexible and able to make adjustments to aid learning?	61	16	6	2

COMMENTS:

11. Did the resource people:				
a. Understand their responsibilities?	45	35	3	1
b. Understand the techniques they were involved in?	39	39	6	1
c. Use understandable language?	40	37	6	2
d. Use helpful examples?	40	35	8	2
e. Remain available for consultation?	55	21	5	3
f. Present information clearly and effectively?	34	39	10	1

	Excellent	Adequate	Fair	Inadequate
COMMENTS:				
12. Did the participants:				
a. Make advance preparation?	11	40	26	5
b. Make use of their opportunities for learning?	21	51	12	0
c. Attend meetings on time?	26	39	12	6
d. Cooperate with the coordinator and the resource persons?	41	39	4	1
COMMENTS:				
13. What was accomplished:				
a. Was useful information presented in the general sessions?	52	24	8	2
b. Did the participants show evidence of having acquired information, new viewpoints, or of having changed attitudes?	42	35	6	2
c. Was progress made toward the goals?	46	33	5	1
d. Have problems or needs emerged which point toward further study or action?	33	40	9	0
e. Was there evidence of willingness to accept responsibility for further study or action?	46	33	5	0
TOTAL	1,775	1,787	524	141
COMMENTS:				